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AUTHOR Metoyer, Cheryl
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ABSTRACT

A valid nationwide survey is needed to serve as a reliable foundation for the appropriate development of American Indian library services; presently, information relating to Indian library services appears mainly as descriptions of specific programs in certain states. Studies, articles, and reports concerning library services to American Indians living on reservations and in urban areas are reviewed and categorized into four areas: (1) general surveys of library services to American Indians which includes training programs, institutes and workshops, bookmobile services, resource collections, and libraries located on reservations; (2) non-survey descriptions of library services which examines the planning and implementation of programs, training of American Indian personnel, bookmobile services, station libraries, and role of federal funds in providing services and development of collections of American Indian materials; (3) programs designed to meet the information needs of American Indians which cites the National Indian Education Association Library Project Report as the only comprehensive survey of the information needs of American Indians; and (4) legislative and funding policies which includes the state and federal laws influencing library services to reservations. Recommendations for implementing an American Indian library services survey, plus a bibliography, conclude the paper. (DS)

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STATE OF THE ART REPORT

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Dr. Cheryl Metoyer, Project Director
Project ILSTAC
National Indian Education Association
1115 Second Avenue South
Ivy Tower Building, Second Floor
Minneapolis, Minnesota 55403

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AMERICAN INDIAN LIBRARY SERVICES

STATE OF THE ART REPORT

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American Indian Library Services

State of the Art Report

I. Introduction

There is a scarcity of information concerning library services to American Indians living in urban, rural and reservation communities. Part of this scarcity is due to the lack of appropriate services. An additional factor which contributes to this information shortage is the absence of a national survey of American Indian urban, rural and reservation library services. It is the purpose of this report to establish that such a survey of American Indian library services is required if effective services are to continue and expand.

In order to demonstrate the necessity of the survey, this paper will examine two areas: 1) literature concerning library services to American Indians; and 2) findings of the Indian Library Services Technical Assistance Center (Project ILSTAC) Project. The final portion of the report will consist of recommendations for conducting a survey of American Indian Library Services.

II. Literature Review

The literature pertaining to library service to American Indians living in urban, rural and reservation communities may be categorized into four areas of research: (1) general surveys of library service to American Indians; (2) non-survey descriptions of statewide library service to American Indians; (3) descriptions of programs designed to meet the informational needs of American Indians; and (4) legislation and funding policies affecting library services to American Indians.

Surveys of Library Services to American Indians

June Smeck Smith's article, "Library Service to American Indians,"[1] is the first overview of library services to American Indians. Smith considers services which are offered by school, public and academic libraries. Institutes and workshops which emphasized library services to American Indians are also mentioned. The role of Federal funds (Johnson-O'Malley and Library Services and Construction Act) in providing library services in Wisconsin, South Dakota, Minnesota and Iowa is discussed.

In viewing the services offered by public libraries, Smith considers bookmobile services to reservations. The study mentions only two libraries which are located on reservations: The Menominee County Library in Wisconsin and the Brown County Branch Library in the Oneida Indian Community.[2]

Janet Naumer's state of the art survey entitled, "Library Services to American Indians, " focuses upon ". . . library/media services in elementary and secondary schools and colleges and universities with large Indian populations, state and public libraries, and resource collections developed by the Indians."[3] Information relating specifically to library services on reservations is primarily located in the section, "State and Public Library Services." In this section, Naumer cites the reservation library services of the Sioux City Public Library and those of the Oneida Community program in Wisconsin.[4] Naumer also descrjbes the Northeast Kansas Library System's program for library service to reservations.[5]

Naumer's survey includes tables which outline the findings of the United States Senate Committee on Appropriations, Federal Facilities for Indians; Tribal Relations with the Federal Government Report--"Public Library Services--1965-1966."[6]

South Dakota, Minnesota and North Dakota's reservation library services are discussed in terms of their differing organizational structures:

> The South Dakota program (operating on Rosebud and Pine Ridge Sioux Reservations) is aimed at regional development to the total area including reservation land and utilizes public and school libraries, librarians, local education agencies, and the Indian education division of the State Department of Education. Tribal councils are utilized as co-ordinating agents for the services.[7]

In Minnesota, the concept of a liaison librarian is employed to serve all but one of the Chippewa reservations. The Chippewa librarian employed as liaison, relates the activities of the East Central Regional Library, the Kitchigami Regional Library and the Arrowhead Library System and the Chippewa reservations.[8]

North Dakota's program, initiated by a Vista volunteer, is supported by the North Dakota State Library and the Sioux County Library. Included among the goals of the program:

1. Working with Vista volunteers to negotiate the necessary contacts with reservation residents and Tribal Council members for library development and library materials selection . . . .
2. Developing a T.V. and radio program with citizens of Indian reservations . . . .
3. Providing an in-service 'library aids' training program at the United Tribes Employment Training Center . . . .[9]

The bookmobile services extended in Arizona, New Mexico, Oklahoma and Idaho are noted in terms of the reservations served, funding sources and responsible library agencies.[10]

Naumer concludes the "State and Public Library Services" section of the survey, with recommendations for services on reservations, based on the successful and unsuccessful aspects of the programs she examines. Suggestions

pertain to planning and implementation of programs; staffing; permanent collections and bookmobile services; selection of materials; and funding.[11]

Non-Survey Descriptions of Statewide Library Service to American Indians

Literature concerning the existence of library services to American Indians in specific states, is reviewed in this section of the study. The primary focus is library services on reservations. Services to the Native Americans who reside in the isolated villages of Alaska, will be noted.

William Cunningham's article, "Anto Wicharti; the Responsibility of State Libraries to Provide Direction and Programs in Library Service to Indians," explains the urban and reservation library services to Region VI of the United States Office of Education.[12] This geographical region includes seven states: South Dakota, Minnesota, North Dakota, Iowa, Nebraska, Kansas and Missouri.

Cunningham describes the library activities in each state, emphasizing the programs operating in Minnesota and South Dakota and those planned in North Dakota.[13] The role of the state library in providing library service to American Indians, urban and reservation, is stated:

> The Rundown of statewide programs is to underscore the key responsibility of state libraries and other state education agencies in exercising leadership and directing of progress in this area. This responsibility must be shared at the local and Federal level as well . . . . It is a matter of looking to that other agency--the local library--that must become the mechanism as well as planning partner in such a program.[14]

Cunningham concludes that the direction of all library service to American Indians must rest on the co-operative relationship between the American Indian community, which must be involved in planning, and the library.[15]

In the article, "To Watch Them Stand Tall; the Sioux City Public Library Indian Project,"[16] Marie Jones explains the organization and operation of this urban and reservation Indian project. The urban element of the project is described as follows:

> . . . we (Sioux City Public Library) maintain an Information Center staffed by a young Indian who answers requests, refers patrons to other agencies . . . . We have supplied a small collection of library books, newspapers and magazines at the Indian Center and in the Indian Council Rooms.[17]

Jones describes service to the reservation in Winnebago, Nebraska, stating that two Winnebago aides manage the Leona Johnson Memorial Library, a branch of the Sioux City Public Library. The aides use a van to bring materials to the community. Inter-library loan arrangements with the Sioux City Public Library and other libraries in Nebraska and Iowa are also available.[18]

A special edition of the South Dakota Library Bulletin offers the "Comprehensive Long Range Program, 1973-1977" for library service in South Dakota. The complete program is presented, including statement of needs, goals, plan of action, evaluation and dissemination of results.[19]

The purpose of the South Dakota plan is ". . . to provide for informational, cultural, recreational, and professional needs of its citizens residing in the rural communities and isolated areas of the state."[20] Extending service to reservations is listed as a need:

> Seven counties do not have a public library within their boundaries . . . . Two of the seven are unorganized counties and are entirely Indian Reservation . . . . The third county is approximately 50% Indian Reservation . . . .[21]

William Gordon traces the library services to reservations in Minnesota, made available through the Arrowhead Library System.[22] The Arrowhead Library

System serves the Indian populations on the Fond du Lac, Nett Lake, Grand Portage, and portions of the Leech Lake Indian Reservation. Service is exclusively by bookmobile, which began on one reservation in March 1967.[23] Gordon notes the problems involved in initiating bookmobile service and recommends innovative programs and a one-to-one approach in reaching the community.[24]

The importance of training American Indian librarians to serve urban and reservation communities is a central focus in Roger Philbrick's article, "To Serve Native Americans: Understand and Involve the People Themselves."[25] Philbrick summarizes the Federal programs which have supported library services in Wisconsin, such as the Library Services and Construction Act and Title II of the Elementary and Secondary Education Act.[26]

In the October 1971 issue of Library Trends, William Cunningham explains the Indian Project of the Northeast Kansas Library System.[27] The project, initiated in 1969 and developed as a five year plan, was to establish a center for library operation in the Tribal Hall on the Potawatomi Reservation in Kansas. Similar services were to be later developed for the Kickapoo Reservation.[28] The project is described as follows:

> The chief features of the project's first year were the establishment of a liaison between the library and identifiable service needs within the needs of the community; a rudimentary program through which the needs of the community could be assessed, and development and training of a staff from the community to maintain an on-site program of service. The second year was projected as a period of developing the communication center approach and training librarians as information specialists.[29]

The remainder of the article discusses the problems encountered in planning and implementing this Federally funded project.

Gerald Shields and George Sheppard report the lack of library services

on the Fort Hall Reservation, Idaho, in, "American Indians: Search for Fort Hall's Library Service."[30] The article includes their appraisal of the library located in the Tribal Center; school and public libraries; and bookmobile services operating on or near the Bannock, Shoshone reservation.

Reactions to the existing and future library services are obtained from students, principals, the Tribal Council Chairman and the Chairman of the Education Committee for the Tribal Council. Among the services desired by the community were mobile units to record tribal history; daily door-to-door bookmobile service; local materials developed by the tribe; sufficient reference materials; and an adequate Tribal Library.[31]

Shields and Sheppard recommend: ". . . that the funds be found to help the tribe develop materials on their own culture . . . and the providing of funds to the Tribal Council for the establishment of their own library service."[32]

The growth of library services on the Fort Hall Reservation is discussed in brief in the January 1974 issue of American Libraries.[33] As of 1963, library services were non-existent for the 2900 Bannock and Shoshone Indians living on the reservation. Nineteen hundred and sixty-four saw the development of a small library in the tribal recreation center, complemented by a once-a-month bookmobile service from the Pocatello Library. By March 1974, the library was to move into the Human Resource Development Center, which houses all educational and social services of the tribe.[34] Financing was initially due to Federal funds. "When the Federal money was cut, the tribe budgeted its own funds for librarian salaries, bookmobile and library overhead, and fifty-five magazine subscriptions."[35]

Margaret Dolejsi's article, "Library Service to Indians in Washington State," highlights the activities for the regional and county libraries in reaching the reservations in Washington.[36] Dolejsi mentions four libraries which provide bookmobile service to the reservations: (1) King County Library System serves the Muckleshoot Indian Reservation, (2) Timberland Regional Library reaches the Quinalt Indians at Taholah Reservation, (3) Yakima Valley Regional Library serves Yakima Reservation, with branches located on the reservation, and (4) Whatcom County Library serves the Lummi and Nooksack Reservations.[37]

In addition to bookmobile services and story hours, Dolejsi refers to two programs designed to train Indian Library Technicians: (1) Highline Community College Program in Seattle, and (2) a workshop held in 1972, to train aides for the Toppenish Indian Center.[38]

The "Ethnic Roundup" section of the May 1975 Wilson Library Bulletin sites the opening of the community library on the Muckleshoot Indian Reservation in Washington.[39] The community library replaces the bookmobile which served the reservation since 1971. The library is part of the King County Library System and serves the Indian and non-Indian population.[40]

Nanette Sargent's Master's Thesis, "Library Service to the American Indians in the Southwest," focuses primarily on school libraries and bookmobile services in New Mexico, Arizona, Kansas, California and Colorado.[41] The thesis is not a study of needs but an attempt to survey what services have been developed for Indians living in urban areas and reservations in the Southwest. Sargent concludes:

> It seems to have been the general opinion of educators, librarians, and Indian workers that there has been very little library service for Indians and what have been done has not been documented.[42]

The bookmobile services provided in New Mexico are discussed by William Farrington in, "Statewide Outreach: Desert Booktrails to the Indians."[43] According to Farrington, most of New Mexico's Indian population is served by bookmobiles: "One bookmobile headquartered at Belen serves the Middle Rio Grande and western Pueblos and the Navajo Reservation. Another, headquartered at Espanola, serves the northern Pueblos and the Jicarilla Reservation."[44]

The bookmobiles are stocked by the regional libraries and the State Library in Santa Fe. Each bookmobile stop is visited at least once a month.[45] Station libraries in the Pueblos, schools, trading posts and hospitals are briefly mentioned.[46]

Farrington also presents the problems involved in bookmobile service in New Mexico: language, geography, climate, illiteracy and difficulty in obtaining permission from the governors of the Pueblos.[47]

In the article, "Three-Day Run on a Navajo, New Mexican Spirit Trail," Norbert Blei records the actions, conversations, and interests of the people served by the Northwestern Regional Library Bookmobile in New Mexico.[48] Among the stops made by the bookmobile are stops at Navajo and Zuni Reservations, trading posts, schools, a hospital, the Santa Ana Pueblo, Isleta Head Start, and the Zia Pueblo.[49] The one bookmobile serves a population of 90,000 people, with 4,000 registered borrowers.[50] Blei presents the occupations and reading interests of the people in a conversational format.

The Library Training Institute for Indians, in Albuquerque, New Mexico is briefly described in American Libraries, November 1974. Lotsee Smith, director of the Institute, developed an Institute which would " 'bring the program to the people, not the people to the program.' "[51] The trainees are

selected by Pueblo officials, and the only requirement is that trainees be Indians with high school diplomas. The purpose of the institute is to train members of the Pueblos to become library aides, in an attempt to develop library service in small rural communities, which cannot afford professional librarians.[52]

In the article, "A Wind Is Rising Navajo Indians Establish A Community College and Library," Bernard Richardson explains the development of the Navajo Community College, and the role of the library within the college and the community.[53] Richardson presents program elements which would bring library service to the entire community:

> (1) . . . serve isolated hogans by four-wheel-drive pick-up mobile libraries which could traverse the paths and roadless expanses of rough terrain; (2) Establish a formal program at NCC to train Navajos as library-aides not only to man the potential community room service centers . . . but also to fill the clerical vacancies in libraries in the entire Southwest . . .[54]

Dean Welsh describes the growth of the Colorado River Tribes Public Library, in the Spring of 1969 issue of the Indian Historian.[55] The Colorado River Agency includes tribes located in Arizona, California and Nevada: the Hualapai, Mohave-Apache, Cocopah, Mohave, Chemehuevi, Yuma, Havasupai, Hualapsi, and Yavapai.[56] The article traces the history of the library which began in 1957 as an experimental component of the Community Development Project.

Welsh states that the development of the library has been due to the assistance of the State Library Extension Agency, the Save the Children Federation and the Tribal Council:[57]

> In 1961 the Tribal Council took over the responsibility for the Colorado River Tribes Public Library, said to be the first Indian public library. The Council provided a regular budget for the library and appointed a paid librarian.[58]

Roderick Swartz's article, "Pride in Heritage: One Library's Approach,"

discusses the cultural programs of the Tulsa-City-County Library.[59] "The Pride in Heritage program included the cultures of six major ethnic groups--white, black, red, Mexican-American, Jewish and Mediterranean--of Tulsa's population."[60] Music of the Osage Indians, dances and foods were all part of the programs involving American Indians. "This was the library's first concerted effort to work with the Indian Community."[61] The article mentions the activities of urban Indian groups, which use library facilities for meetings and programs.

A news note in the September 1974 Wilson Library Bulletin cites the library services extended to the native people of Alaska.[62] Bookboats, sponsored by the Alaska State Library, distribute library materials to the isolated villages and communities of southeast Alaska. Northern Alaska is served by the Airport Library Program, initiated in 1973 by the State Library.[63]

Descriptions of Programs Designed to Meet the Information Needs of American Indians

The National Indian Education Association Library Project Report, developed as the first phase of the NIEA Library Project, specifies unique information needs as they exist on three reservations.[64] Taken as a whole, the report discloses several factors:

> (1) Indian people, as a whole, have a very high interest and regard for information; (2) information interests vary among Indian people; (3) format and language of the information is a key factor in its useability to and accessibility by Indian people; and (4) the few libraries and information centers available to Indian people have, with few exceptions, denied the information needs of potential American Indian users.[65]

The National Indian Education Association Library Project Report is the only extensive survey of information needs of Indian people combined with models suggested to remedy these needs.

Information relating to the planning and implementation of the three demonstration libraries is contained in the three model designs, which combine to form the National Indian Education Association Library Project Report: (1) A Design for Library Services: Akwesasne;[66] (2) A Design for Library Services: Standing Rock Sioux Tribe;[67] and (3) A Design for Library Services: Dine': Rough Rock Community.[68] A fourth volume, A Summary of the National Indian Education Association Library Project, describes the major goals of the Project; the methodology utilized in assessing the information needs; and implementation features at each site.[69]

The final report of the National Indian Education Association Library Project, entitled Identification of the Information Needs of the American Indian Community That Can be Met by Library Services,[70] is an evaluation of the three demonstration libraries. The report discusses the following aspects of each demonstration site: (1) identification of information needs; (2) implementation; (3) operation, and (4) continued operation and evaluation.[71]

The second portion of the report evaluates the three sites in terms of the following: site selection; assessment of information needs; dissemination practices; facilities and equipment; collection development and organization; outreach strategies; local autonomy; and funding. Specific recommendations for each site, as well as general recommendations for library service to American Indians, conclude the report.[72]

The Indian Library Service Guides, published by the National Indian Education Association, offer direction in planning library services for American Indians in urban and reservation communities.[73] Each of the eleven guides, written by American Indian people, are based on programs which have been successfully implemented in communities:

> Coping skills are given in two guides. Organization and implementation are discussed in five of the guides . . . which cover: funding, organization, assessing needs, materials selection, and training. Five guides discuss services unique or critical to Indian Library Service. These guides cover: cataloguing, urban services, adult education, program elements, and information services.[74]

Douglas Philbrick's article, "Library Services to Indians," discusses the need for library services planned, developed and staffed by the Indian people themselves.[75] Philbrick proposes the establishment of mobile learning laboratories, as a means of introducing library services to reservation or urban Indian communities.[76]

The National Commission of Libraries and Information Science has been concerned with groups of library users and non-users whose special needs are produced by several factors: cultural differences; a native language other than English; low level of literacy; poverty; social discrimination and geographic isolation. American Indians have information needs relating to all these factors.[77] In addition, the unique relationship between American Indians and the Federal government provided the Commission with a special reason for developing the Report and Recommendations to the National Commission on Libraries and Information Science Relating to the Improvement of Opportunities for American Indians:[78]

> The legal responsibility of the Federal government toward Indian people in all aspects of their lives carries particular implications for the Commission as it considers policy development at the national level that will eventuate in more than minimal library and information services for all people in the United States. It was for this reason that the Commission set concern for Indian people apart as requiring special investigation and attention.[79]

In order to ascertain the present state of library and information services to American Indians, the National Commission on Libraries and Information Science held hearings and regional meetings throughout Winter

and Spring of 1974. The Report contains the results of those hearings, categorized into these areas: (1) Highlights from the testimony of individuals and representatives of Indian groups and organizations regarding library services; (2) Highlights from the testimony of officials from the Office of Indian Education and the Bureau of Indian Affairs; (3) Reactions and Clarification to the testimonies; (4) Training for librarianship; (5) Development and dissemination of American Indian materials; (6) Community and school library and information resources; and (7) Funding.[80] The Report concludes with specific recommendations for relevant organizations such as the Bureau of Indian Affairs, Office of Education, Bureau of Libraries and the Department of Labor.[81]

Virginia Matthews, consultant to the National Commission on Libraries and Information Science Indian Libraries Project, submitted the summarizing remarks regarding the existence of library service to American Indians:

> The picutre which emerged as almost uniformly negative and the opinion from the "grassroots" fairly unanimous that there is no realistic access for Indian people to either school or public libraries, whether they live on reservations or outside of them, in rural or urban areas. [82]

Another aspect of library services on reservations concerns the library facilities available in the Bureau of Indian Affairs schools. Erik Bromberg's report, Media Sources in the Bureau of Indian Affairs Schools--A Report and Recommendations[83] discusses the present role of the media center and the potential for developing effective centers. Bromberg includes a discussion of materials selection; budget; training and selection of staff; and administration of the media center.[84]

Legislation and Funding Policies Affecting Library Service to American Indians

Until recently, library legislation related specifically to American Indians living on reservations has been non-existent. In a news note in Library Journal, June 1974, it was reported that the Committee on Indian Affairs of the New York State Assembly ". . . has introduced a bill--a first in the United States--which would make the state financially responsibile for the support of library and information services on Indian reservations, as part of its general obligation to Indian education."[85] The bill was drafted at the request of the Akwesasne (St. Regis) Mohawk Chiefs, who are seeking permanent funding for the Akwesasne Library and Cultural Center.[86]

If the bill had been passed, New York was to provide $7500 annually for each library, plus $8 per capita for the reservation population, and $0.50 per acre served by an Indian library.[87] As of March 1976, the bill has been re-introduced into the state legislature.

Library Journal, June 1975 records the actions of the Washington state legislature in voting in favor of a bill that ". . . allows any board of library trustees . . . to provide library services to Indian tribes."[88] The news item mentions that this mandate to provide services to reservations in Washington comes almost ten years after a similar bill was made law in Minnesota.[89]

The bill had been proposed as a possible solution to a library dispute concerning the legality of a proposed contract between the Spokane County Library District and the Spokane Indian Tribe.[90]

The issues in this controversy are examined in American Libraries, November 1974.

> At issue . . . is the library district's jurisdictional limitations. The 150,000 acre Spokane Indian Reservation lies wholly within Stevens County and the chief civil deputy to the Spokane County prosecuting attorney ruled that the library district has no authority to operate outside county boundaries . . .[91]

On August 1, Jerry Neal stated that the library had no authority to approve an agreement to extend services to the Indian Tribe at Wellpinit.[92] The news note included reactions and solutions from the state librarian and acting director of the Spokane County Library.

Two recent legislative actions which may affect library services to Indians on reservations are Public Law 93-638, know as the Indian Self-Determination and Education Assistance Act,[93] and Public Law 93-580, Joint Resolution to Provide for the Establishment of an American Indian Policy Review Commission.[94]

The purpose of the Indian Self-Determination and Education Assistance Act is as follows:

> To provide maximum Indian participation in the Government and education of Indian people; to provide for the full participation of Indian tribes in programs and services conducted by the Federal government for Indians and to encourage the development of human resources of the Indian people; to establish programs of assistance to upgrade Indian education; to support the right of Indian citizens to control their own educational activities; and for other purposes.[95]

The development of libraries as an element in the educational progress of Indian people, is implied in the educational goals specified by this Act.

Since library service is a facet of education, and education is one aspect of the relationship between the Federal government and American Indians, the establishment of the American Indian Policy Review Commission may influence future trends of library service on reservations:

> The purpose of the Commission is . . . to conduct a comprehensive review of the historical and legal developments underlying the Indians' unique relationship with the Federal Government in order to determine the nature and scope of necessary revisions in the formulation of policies and programs for the benefit of Indians.[96]

Library services to urban and reservation communities were made possible by the Indian Education Act of 1972.[97] Under Parts A and B of this Act, it is possible for an Indian community, urban or reservation, to develop a library project.[98] Project MEDIA, funded under Part B of the Indian Education Act of 1972, is a library related project whose purpose is ". . . to compile information on all in-print materials produced by, about or for Native Americans . . . library materials buying lists will be provided drawn from the Native evaluators."[99]

Federal funds are a critical aspect of American Indian education. The United States Office of Education and Bureau of Indian Affairs conducted a Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children.[100] Although library services are not singled out for comment, the general education recommendations encompass library service as an aspect of education.

The recommendations cover five areas of Indian education: (1) educational effectiveness, (2) community participation, (3) Indian education, (4) management, and (5) finance.[101] Within each area, propositions, findings and conclusions are presented. Propositions which relate to library services on reservations concern community participation and management:

Proposition 6: The community . . . should be the final judge of educational effectiveness.[102]

Proposition 7: The community must be able to implement its educational goals and judgments. This requires control, rather than mere advisory status, with regard to curriculum and staff.[103]

Proposition 9: Indian tribes and not states have the primary responsibility for educating Indian children within Tribal jurisdictions.[104]

Summary

The studies, articles and reports examined in this literature review concern library services to American Indians, living on reservations and in urban areas. This research literature is categorized into four areas: (1) Surveys of library services to American Indians, (2) non-survey descriptions of statewide library service to American Indians, (3) descriptions of programs designed to meet the information needs of American Indians, and (4) legislative and funding policies affecting library services to American Indians.

Smith's and Naumer's surveys of library services to American Indians, paralleled each other, since Naumer includes much of the information offered by Smith, who developed the first extensive survey of library services to American Indians. Naumer's study updates and broadens aspects of Smith's study. Both studies discussed library services offered by public, school, college and university libraries.

The library services which Smith and Naumer discuss include training programs, institutes and workshops, bookmobile services, resource collections, and libraries located on reservations. Both surveys examine services to American Indians in states such as Wisconsin, Minnesota, North and South Dakota, Kansas, Arizona and New Mexico.

A comparison of the two surveys indicates that Naumer's study offers more detailed description of a wider range of the aspects of library services to American Indians. The "State and Public Library Services" section of Naumer's survey appears to be the only thorough examination of library services on reservations. The conclusion of that section of Naumer's study offers recommendations regarding the planning and implementation of programs

and services.

The initial thoroughness of Smith's study and Naumer's efforts to update Smith's information by citing newer aspects of American Indian library services, emphasize the value of each survey.

The non-survey descriptions of library services to American Indians considered articles whose objectives were to describe the library services to American Indians living on reservations in specific states. The articles present information about library services in the following states: North and South Dakota, Minnesota, Iowa, Nebraska, Kansas, Idaho, Wisconsin, Washington, New Mexico, Arizona, California, Nevada and Oklahoma.

The library services examined in the articles included the following: (1) planning and implementation of programs, (2) training of American Indian personnel, (3) bookmobile services, (4) station libraries,(5) role of federal funds in providing services, and (6) development of collections of American Indian materials.

The articles are primarily concerned with library services offered by public libraries. Information relating to the activities of school and college libraries, or libraries owned and operated by reservation communities, was also included.

This information relating to state services is found in extensive articles, news notes and personality profiles. The more detailed and thorough presentations, such as those of Cunningham, Gordon, and Blei are especially helpful in providing insights into the factors affecting library services to American Indians in their respective states.

The third section of the literature survey examined reports which

contain descriptions of programs designed to meet the information needs of American Indians. The National Indian Education Association Library Project Report appeared to be the only comprehensive survey of the information needs of American Indians, which includes models suggested to answer these needs. The Indian Library Service Guides also published by the National Indian Education Association, offer guidelines in developing library services on reservations and in urban areas.

The Report and Recommendations to the National Commission on Libraries and Information Science Relating to the Improvement of Opportunities for American Indians presents testimonies of the information needs of American Indians. The report also suggests recommendations for specific organizations, who have the responsibility of extending library services on a nationwide basis.

The National Indian Education Association Library Project Report and report of the National Commission on Libraries and Information Science are essential documents for an honest and contemporary understanding of the information needs of American Indians.

The final section of the literature review was a discussion of the legislation and funding policies which affect library services to reservations. Library legislation relating to reservations in New York state and Washington is reported in issues of Library Journal and American Libraries.

The two laws which may influence library services to reservations are: the Indian Self-Determination and Education Assistance Act; and the Joint Resolution to Provide for the Establishment of an American Indian Policy Review Commission. The purposes of the laws, in conjunction with their

implications for library services, were considered.

The role of federal funds in American Indian education was examined in the Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children. The recommendations of the study were explored in relation to library services.

Each of the articles, surveys and reports discussed in this literature review concern some aspect of library service to American Indians. Only the National Indian Education Association Library Project Report contains a discussion of the essential elements of library service to American Indians. These essential elements are as follows: (1) method of ascertaining the information needs of American Indians living on reservations, (2) listing of these needs, and (3) development of a model library-information center based on these defined needs.

As this literature review indicates, the statistical data required for the effective planning and development of Indian library service throughout the United States has not been collected. The need for the type of information a survey could elicit is also supported by the findings of Project ILSTAC.

III. Findings of Project ILSTAC

Two of the goals of Project ILSTAC have been directly affected by the absence of sufficient data concerning Indian library service. Project ILSTAC's technical assistance component seeks to provide on-demand, information relating to all aspects of Indian library services, including funding, programs, materials selection and locations. Often, the Project is unable to provide such information because it is not available. Questions such as the

following remain partially unanswered because of insufficient data. How many libraries are located on reservations? Which public libraries provide outreach programs to urban Indians? What is the number of American Indian librarians and para-professionals? How are Indian libraries funded? What are the funding sources?

The development of state plans for library service to American Indians is the primary objective of Project ILSTAC. In the process of assisting the four states (New Mexico, Minnesota, North Carolina and Washington) in the data gathering component of their plans, Project ILSTAC is hampered by the lack of information regarding location of libraries in the communities, services available, cost factors, etc. Comparisons between reservations and urban library situations are impossible due to insufficient data. Formulas relating to book selection and the construction of library facilities are non-existent. School libraries, particularly the Bureau of Indian Affairs, offer little assistance for comparative purposes.

After reviewing the literature and considering the observation of Project ILSTAC, the need for a nationwide survey of library services to American Indian people becomes apparent. The components of such a survey are vast in scope and require a thorough analyses. The final section of this paper provides a series of recommendations concerning aspects of the proposed survey.

IV. Recommendations Concerning A survey of American Indian Library Services

A. Geographic Division of the United States

Utilize the twelve geo-cultural regions developed by Raymond Gastil.[105] Table 1 lists the states included in each geo-cultural unit.

TABLE 1 STATE COMPOSITION OF GEO-CULTURAL SAMPLING UNITS

Geo-Cultural Unit	Composite States
Pacific Northwest	Alaska, Idaho (Northwest corner), Oregon, Washington
Pacific Southwest	California, Nevada
Rocky Mountain	Colorado, Montana, Wyoming
Morman	Idaho (Southeast corner), Utah
Interior Southwest	Arizona, New Mexico
Upper Midwest	Michigan, Minnesota, Nebraska (Northeast corner), North Dakota, South Dakota, Wisconsin
Central Midwest	Illinois, Indiana, Iowa, Kansas, Kentucky, Missouri, Ohio, Tennessee
Central Southwest	Arkansas, Kansas, Oklahoma, Texas
South Lowland	Alabama, Florida, Georgia, Louisiana, Mississippi
South Upland	Delaware, Maryland, North Carolina, South Carolina, Virginia
South Mountain	West Virginia
New England	Connecticut, Maine, Massachusetts, Maine, New Hampshire, New York, Pennsylvania, Rhode Island, Vermont

B. Type of Library

Include services which are available in all libraries serving the Indian population: public, school (private, public and BIA), university, college, community, special and research.

C. Areas of Investigation

Examine the following areas of library activity

1. Funding
2. Personnel
3. Collection development
   a. selection
   b. dissemination
   c. print
   d. non-print
   e. in-house development of materials
4. Technical services
   a. acquisitions
   b. cataloguing and classification
   c. circulation of materials
5. Programming
   a. story hours
   b. classes
6. Delivery mechanisms
   a. bookmobiles
   b. deposit collections
7. Public relations

a. programs

b. materials

8. Relationship to other agencies

a. schools

b. libraries

c. community centers

d. Bureau of Indian Affairs

9. In-house evaluation process

a. methodology

b. frequency

D. Instrumentation

Develop a series of instruments designed to elicit maximum validity and reliability. Questionnaires, interviews, checklists and community inventories should be considered.

E. Evaluation procedures

Develop an evaluation process designed to examine the techniques, procedures utilized in the survey.

F. Recommendations

Consider the feasibility of including a series of recommendations for Indian library services as a component of the survey.

G. Dissemination

Encourage the use of the survey's fundings by widely disseminating the survey to Indian communities, libraries and other appropriate educational agencies.

V. Conclusion

After examining the existing literature on Indian library services, this report indicated the absence of a nationwide survey of Indian library services. At present, information relating to Indian library services appears mainly in the form of descriptions of specific programs in certain states. Project ILSTAC's difficulty in supplying valid and timely information to its constituency further supports the need for such a survey.

If Indian communities are to continue demanding, developing and expanding library services, they must have access to accurate information regarding all aspects of library activity. A valid nationwide survey, whose findings were widely disseminated could serve as a reliable foundation for the appropriate development of American Indian library services.

NOTES

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[4]Ibid., pp. 43, 45.

[5]Ibid., pp. 38-40.

[6]Ibid., pp. 33-37.

[7]Ibid., p. 40.

[8]Ibid.

[9]Ibid., p. 41.

[10]Ibid., pp. 42-43.

[11]Ibid., pp. 45-46.

[12]William Cunningham, "Anto Wicharti; the Responsibility of State Libraries to Provide Direction and Programs in Library Service to Indians," Library Journal 94 (December 15, 1969): 4496.

[13]Ibid., pp. 4497-4498

[14]Ibid., p. 4499.

[15]Ibid.

[16]Marie C. Jones, "To Watch Them Stand Tall; The Sioux City Public Library Indian Project," American Libraries 6 (September 1975).

[17]Ibid., p. 494.

[18]Ibid., p. 495.

[19]"Comprehensive Long Range Program, 1973-1977," South Dakota Library Bulletin, special edition, 1973.

[20]Ibid., p. 17.

[21]Ibid., p. 15.

[22]William Gordon, "Services to Indian Reservations," Minnesota Libraries 22 (October 1969).

[23]Ibid., p. 348.

[24]Ibid., p. 349.

[25]Roger Philbrick, "To Serve Native Americans: Understand and Involve the People Themselves." Wisconsin Library Bulletin 70 (July-August 1974).

[26]Ibid., pp. 153-154.

[27]William Cunningham, "The Changing Environment: The Indian Project of the Northeast Kansas Library System," Library Trends 20 (October 1971).

[28]Ibid., p. 378.

[29]Ibid.

[30]Gerald Shields and George Shepard, "American Indians: Search for Fort Hall's Library Service," American Libraries 1 (October 1970).

[31]Ibid., pp. 858, 860.

[32]Ibid., p. 860.

[33]"Service on the Reservation," American Libraries 5 (January 1974).

[34]Ibid., p. 17.

[35]Ibid.

[36]Margarita Dolejsi, "Library Service to Indians in Washington State," Pacific Northwest Library Association Quarterly 39 (October 1974).

[37]Ibid., pp. 4-5.

[38]Ibid.

[39]"Ethnic Roundup," Wilson Library Bulletin 49 (May 1975): 678.

[40]Ibid.

[41]Nanette Sargent, "Library Service to the American Indians in the Southwest," (M.A. Thesis, University of Missouri, 1970).

[42]Ibid., p. 28.

[43]William Farrington, "Statewide Outreach: Desert Booktrails to the Indians," Wilson Library Bulletin 43 (May 1969).

[44]Ibid., p. 868.

[45]Ibid.

[46]Ibid., pp. 865, 867.

[47]Ibid., pp. 868-869.

[48]Norbert Blei, "Three-Day Run on A Navajo, New Mexican Spirit Trail," American Libraries 6 (February 1975): 96.

[49]Ibid.

[50]Ibid., p. 98.

[51]Personalities: Emphasis on Action--Lotsee Smith," American Libraries 5 (November 1974): 544.

[52]Ibid.

[53]Bernard Richardson, "A Wind Is Rising: Navajo Indians Establish A Community College and Library," Library Journal 95 (February 1975): 466-467.

[54]Ibid.

[55]Dean C. Welsh, "Colorado River Tribes Public Library First in the Nation," Indian Historian 2 (Spring 1969).

[56]Ibid., p. 8.

[57]Ibid.

[58]Ibid.

[59]Roderick G. Swartz, "Pride in Heritage: One Library's Approach," Wilson Library Bulletin 46 (January 1972): 431.

[60]Ibid.

[61]Ibid., p. 434.

[62]"Service on the Last American Frontier: Libraries in Alaska," Wilson Library Bulletin 49 (September 1974): 24.

[63]Ibid.

[64]Charles Townley (Assistant Director: National Indian Education Association Library Project) to Charles Stevens (Executive Director: National Commission on Libraries and Information Science), St. Paul, Minnesota, 3 December 1973, p. 1.

[65] Ibid.

[66] National Indian Education Association, A Design for Library Services: A Design for an Akwesasne Mohawk Cultural Center (St. Paul: National Indian Education Association, June 1972).

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[72] Ibid., p. 4.

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[75] Douglas Philbrick, "Library Service to Indians," American Libraries 3 (February 1972): 112.

[76] Ibid., p. 113.

[77] Report and Recommendations to the National Commission on Libraries and Information Science Relating to the Improvement of Opportunities for American Indians, by Virginia Matthews, Consultant, (Washington, D.C.: U.S. Department of Health, Education and Welfare, 1975), p. 1.

[78] Ibid.

[79] Ibid.

[80] Ibid., pp. 4-29 passim.

[81] Ibid., pp. 30-32

[82] Ibid., p. 1

[83]Erik Bromberg, Media Services in the Bureau of Indian Affairs Schools: A Report and Recommendations (Albuquerque: Southwest Indian Polytechnic Institute, [1972]).

[84]Ibid., pp. 10-11.

[85]"State $$ for Indian Libraries: Bill May Set Precedent," Library Journal 99 (June 1974): 1506.

[86]Ibid.

[87]Ibid.

[88]"Services to Indians Bill Okayed by Washington Legislators," Library Journal 100 (June 1975): 536.

[89]Ibid.

[90]Ibid.

[91]"Library Service Dispute," American Libraries 5 (November 1974): 1052.

[92]Ibid.

[93]U.S., Congress, Senate, Indian Self-Determination and Education Assistance Act, Pub. L. 93-638, 93rd Cong., 2nd Sess., 1975, S. 1017.

[94]U.S., Congress, Senate, Joint Resolution to Provide for the Establishment of the American Indian Policy Review Commission, Pub. L. 93-580, 93rd Cong., 2nd Sess., 1975, S.J. Res. 133.

[95]U.S., Congress, Senate, Indian Self-Determination and Education Assistance Act, p. 1.

[96]U.S., Congress, Senate, Joint Resolution to Provide for the Establishment of the American Indian Policy Review Commission, p. 1.

[97]U.S., Congress, Senate, Indian Education Act of 1972, (Title IV), Pub. L. 92-318, 92nd Cong., 2nd sess., 1972, S. 658, p. 235.

[98]Ibid., pp. 334-345 passim.

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[100]United States Office of Education and Bureau of Indian Affairs, Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children, Washington, D.C.: U.S. Office of Education, [n.d.] .

[101]Ibid., p. XXX.

[102]Ibid., p. XXXIII.

[103] Ibid.

[104] Ibid., p. 35.

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